



Moore Intermediate

1101 Cheraw Drive
Florence, SC 29501

Grades	5-6 Elementary School	
Enrollment	716 Students	
Principal	Barbara Hood	843-664-8171
Superintendent	Larry Jackson	843-669-4141
Board Chair	Porter Stewart	843-669-6395

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Good
2008	Average	Below Average
2007	Average	Average
2006	Average	Below Average
2005	Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

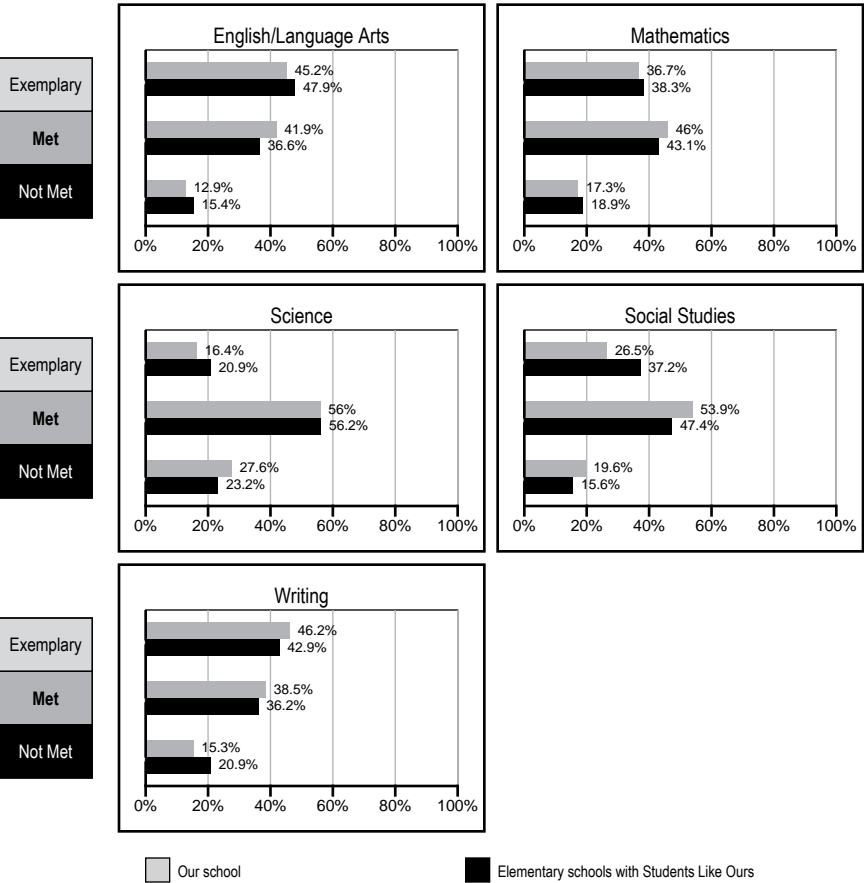
95.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
21	31	15	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=716)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.8%	Up from 0.5%	1.4%	1.9%
Attendance rate	95.4%	Down from 95.8%	96.6%	96.3%
Eligible for gifted and talented	15.6%	Up from 15.3%	16.9%	10.0%
With disabilities other than speech	13.5%	Up from 10.9%	7.1%	7.7%
Older than usual for grade	3.1%	Up from 2.0%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	48.8%	Up from 44.7%	61.1%	59.4%
Continuing contract teachers	75.6%	Down from 81.6%	84.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 3.1%	0.0%	0.0%
Teachers returning from previous year	85.1%	Up from 76.9%	86.4%	85.9%
Teacher attendance rate	97.2%	Up from 96.6%	95.1%	95.1%
Average teacher salary*	\$45,030	Up 2.5%	\$48,558	\$47,149
Professional development days/teacher	8.9 days	Down from 12.1 days	10.4 days	11.1 days
School				
Principal's years at school	10.5	Up from 9.5	4.0	4.0
Student-teacher ratio in core subjects	22.3 to 1	Up from 19.2 to 1	19.7 to 1	18.8 to 1
Prime instructional time	92.2%	Up from 91.4%	90.7%	90.4%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.4%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$6,500	Up 0.5%	\$6,617	\$7,458
Percent of expenditures for instruction**	64.5%	Down from 66.0%	70.6%	68.8%
Percent of expenditures for teacher salaries**	62.6%	Down from 62.8%	64.7%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Moore Intermediate School is unique in our district. We are the only school for fifth and sixth grade students. The faculty and staff at Moore are experienced in and dedicated to the development and success of pre-teen students while assisting families in the challenges of the "tweens."

We continue to explore innovative strategies to improve our standardized test scores. Some of these include:

- Technology—SMARTboards, digital projectors, scanners, digital cameras, CPS systems, airliner slates, laptops, wireless network, and portable laptop labs throughout the school
- MAP benchmarking and COMPASS lab
- Math, Science, Writing, and Microsoft Labs
- Orbital Studies Program, Math and Writing Contests
- ELA, MATH, and SCIENCE/TECHNOLOGY Coaches
- Francis Marion University interns and student teachers
- Character—Word for the Week, Moment of the Day, Manners of the Week, coupons, awards, Good News Phone Calls, and Awards Day
- Clubs—Art, Chorus, Lego, Robotics, Cross, Extended Day, and SAVE
- Service Learning—Earth Foundation, Manna House, Adopt-A-Child, Pennies for Patients, and Hoops/Jump Rope for Heart

Moore benefits from our supportive and active parents. We continue to attract students from private schools and tuition-paying families from other districts for our hard-working, happy environment! The entire team of Moore students, staff, teachers, parents, and community are committed to making the Moore years the best years!

Barbara Hood, Principal
Kristin Luce, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	296	151
Percent satisfied with learning environment	97.3%	73.9%	83.3%
Percent satisfied with social and physical environment	100.0%	78.2%	75.3%
Percent satisfied with school-home relations	100.0%	81.9%	82.4%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress	YES
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This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	R-DELAY
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	14.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.1%	0.0%	No
Student attendance rate	95.4%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	711	100	12.7	41.2	46.1	91.6	85	82.8	Yes	Yes
Gender										
Male	358	100	12.6	40.7	46.7	91.3	82.3	79.3	N/A	N/A
Female	353	100	12.8	41.7	45.5	92	87.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	375	100	6	33.7	60.3	96.4	91.7	89.5	Yes	Yes
African American	301	100	21.6	51.6	26.7	85.3	78.3	73.7	Yes	Yes
Asian/Pacific Islander	18	100	5.9	23.5	70.6	100	97.4	92.3	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	83.3	76.5	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	83.3	82.5	I/S	I/S
Disability Status										
Disabled	101	100	37.5	42	20.5	67	58.8	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	84.8	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	294	100	22.4	49.6	28	84	78.6	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	711	100	17	45.2	37.8	86.7	79	78.9	Yes	Yes
Gender										
Male	358	100	19.5	39.5	41	85	77	77	N/A	N/A
Female	353	100	14.6	50.9	34.5	88.4	81	80.9	N/A	N/A
Racial/Ethnic Group										
White	375	100	8.2	40	51.8	94.5	88.6	87.2	Yes	Yes
African American	301	100	30	52	17.9	75.1	69.3	66.7	Yes	Yes
Asian/Pacific Islander	18	100	5.9	11.8	82.4	100	97.4	93	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	82.6	76	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	83.3	79.5	I/S	I/S
Disability Status										
Disabled	101	100	45.5	38.6	15.9	52.3	47.6	45.5	SWD	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	81.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	294	100	31	48.5	20.5	74.3	70.6	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	353	98.6	26.4	55.5	18.1	73.6	67.8	67.5
Gender								
Male	174	98.3	26.4	49.1	24.5	73.6	68.2	67
Female	179	98.9	26.3	61.7	12	73.7	67.3	68
Racial/Ethnic Group								
White	173	99.4	14.4	59.3	26.3	85.6	81.5	79.5
African American	163	97.6	41.7	51.4	6.9	58.3	54.2	50.3
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	91.4	84.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	61.3	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	56	94.6	55.3	31.9	12.8	44.7	41.4	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	59.4	59.6
Socio-Economic Status								
Subsided meals	163	97.6	41	52.8	6.3	59	55.3	55.1

Social Studies

All Students	358	98.3	18.4	53.7	27.9	81.6	72.3	72.3
Gender								
Male	184	98.9	18	48.8	33.1	82	71.7	71.5
Female	174	97.7	18.8	58.8	22.4	81.2	73	73.2
Racial/Ethnic Group								
White	202	99	9.6	54.3	36	90.4	81.7	80.7
African American	138	100	33.1	52.8	14.2	66.9	62.4	60
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	89.5	88.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	76.3	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	45	97.8	53.8	28.2	17.9	46.2	47.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	5	I/S	N/A	N/A	N/A	N/A	71.7	67.9
Socio-Economic Status								
Subsided meals	131	97	35	50.8	14.2	65	61.8	62.1

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	711	97.5	14.4	38.9	46.7	85.6	72.6	70.2	95.4	95.6
Gender										
Male	360	97.5	20.3	37.6	42.1	79.7	66	63.2	95.2	95.4
Female	351	97.4	8.5	40.2	51.2	91.5	79.3	77.5	95.6	95.8
Racial/Ethnic Group										
White	375	99.2	7.7	34.2	58.1	92.3	80.9	79.1	95.4	95.5
African American	301	95	23.4	46.7	29.9	76.6	64.1	57.6	95.2	95.7
Asian/Pacific Islander	18	100	5.9	17.6	76.5	94.1	89.1	86.2	97.6	97.5
Hispanic	9	I/S	I/S	I/S	I/S	I/S	71.6	62.6	96	95.1
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	69.2	68.7	95.3	95.9
Disability Status										
Disabled	95	86.3	63.9	33.3	2.8	36.1	30.9	26.1	93.2	94.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	20
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	66.3	61.2	96.8	96.1
Socio-Economic Status										
Subsidized meals	289	95.2	26.2	47.3	26.6	73.8	62.9	58.9	94.6	95

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	371	100	12.5	42.3	45.2	87.5
	6	340	100	12.9	39.9	47.2	87.1
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	371	100	17.9	47.7	34.4	82.1
	6	340	100	16	42.5	41.5	84
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	184	99.5	28.5	57	14.5	71.5
	6	169	97.6	24	53.9	22.1	76
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	187	97.9	20.2	44.4	35.4	79.8
	6	171	98.8	16.4	64.2	19.5	83.6
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	370	97.6	16.8	36.7	46.5	83.2
	6	341	97.4	11.9	41.3	46.8	88.1
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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